" Never doubt that a small group of citizens can change the world. Indeed it is the only thing that ever has."

Margaret Mead

Innovating and Effecting Change
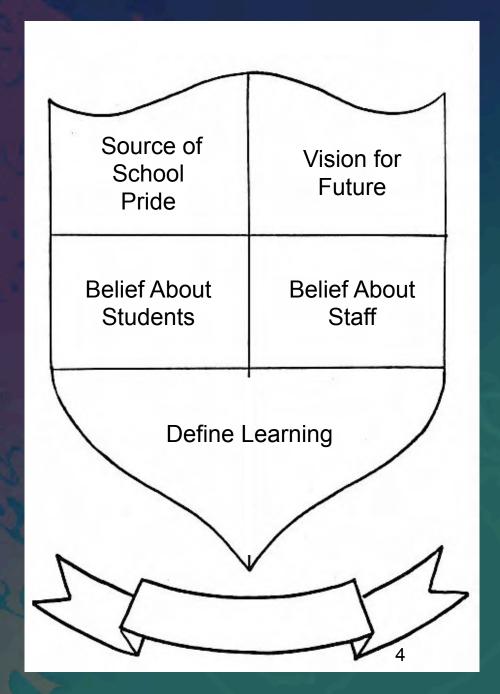
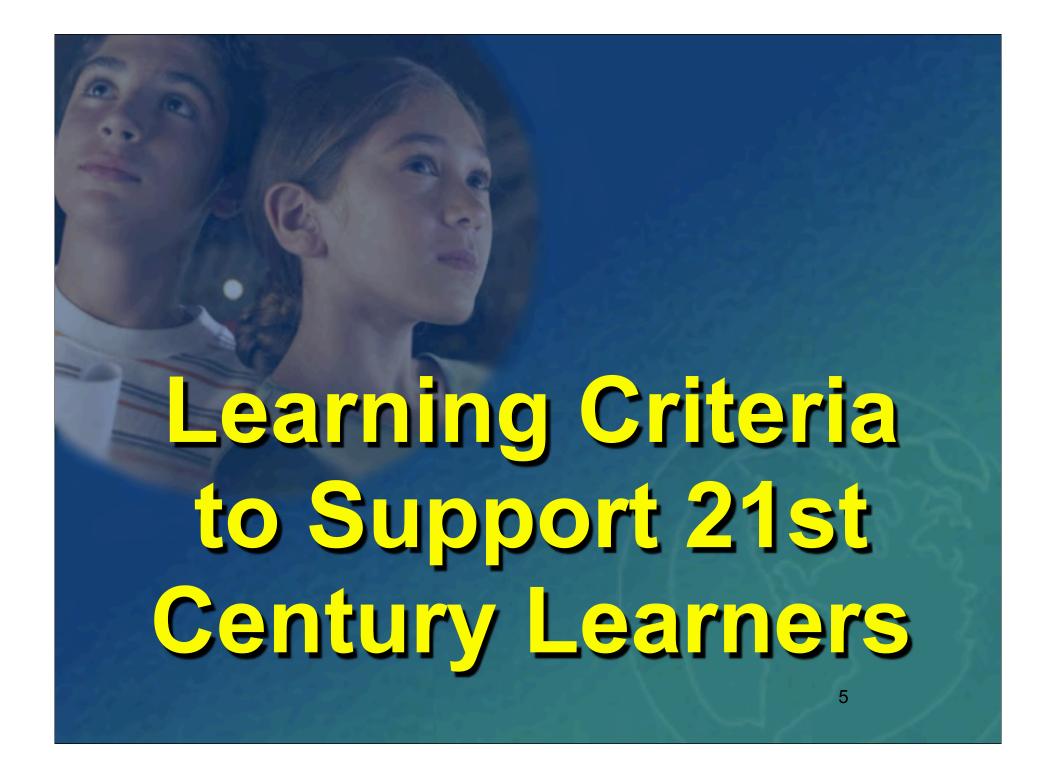# Design a Coat of Arms For Your District

Source of School Pride	Vision for Future
Belief About Students	Belief About Staff

Define Learning

4

Learning Criteria to Support 21st Century Learners

A Vision of Students Today
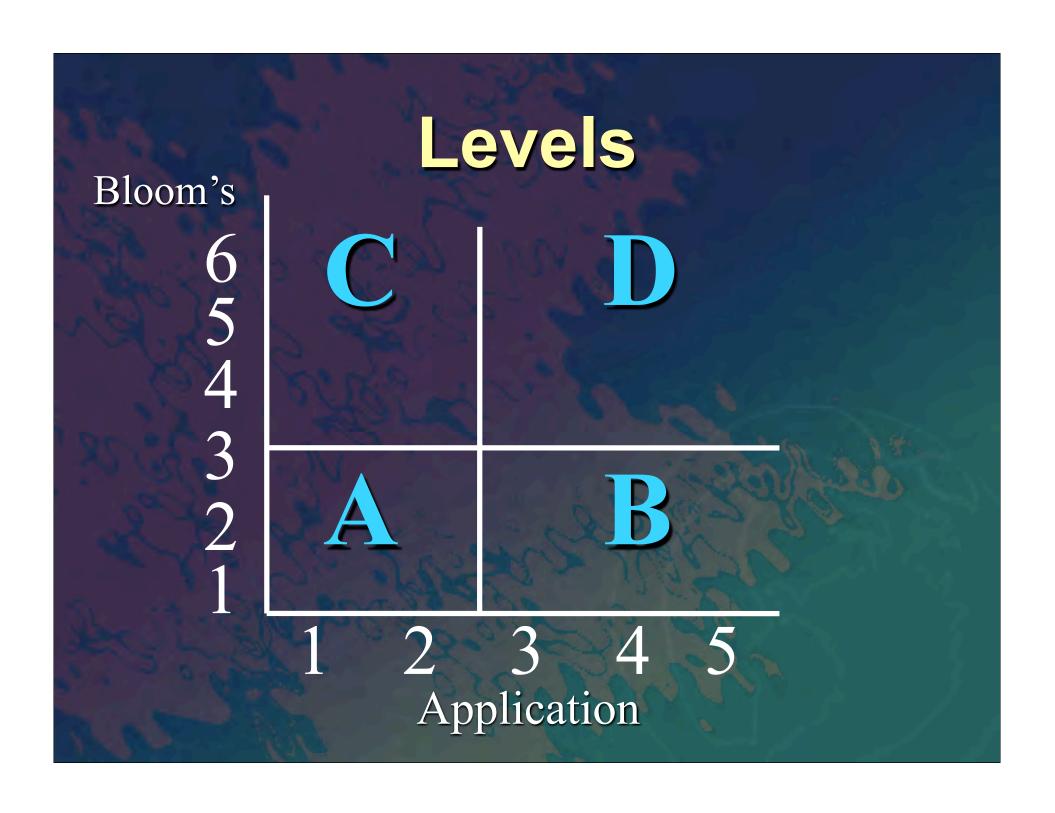
[video clip Vision of Students Today]
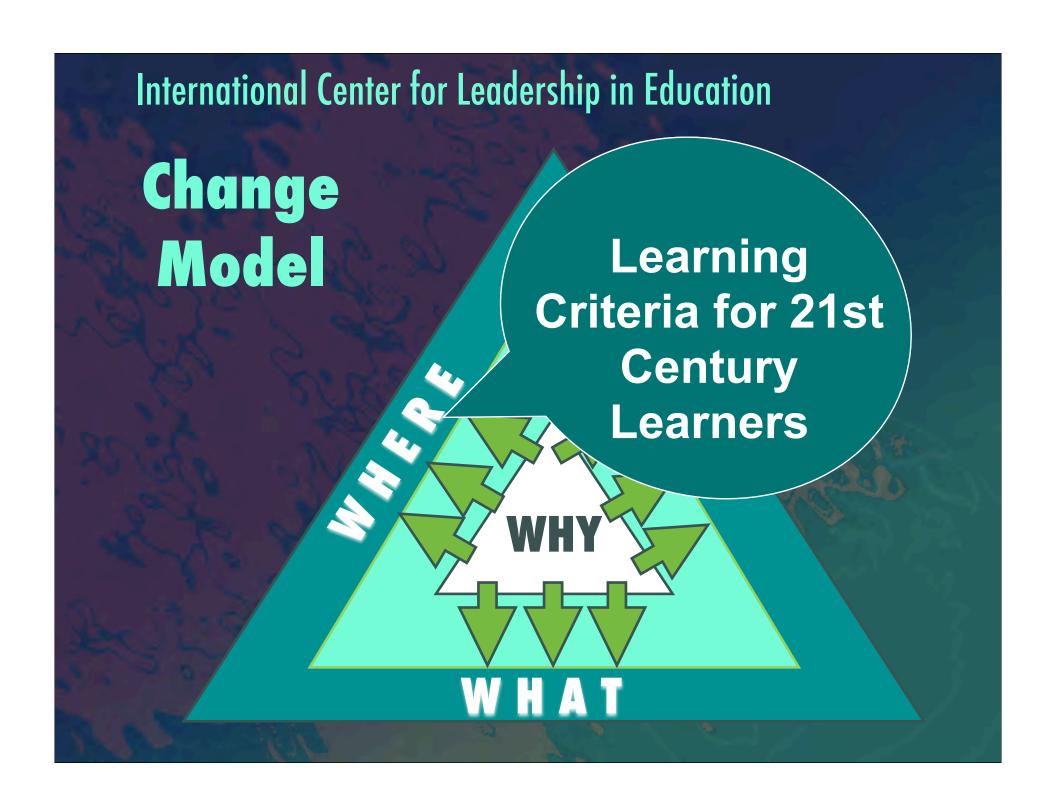
Two Million Minutes
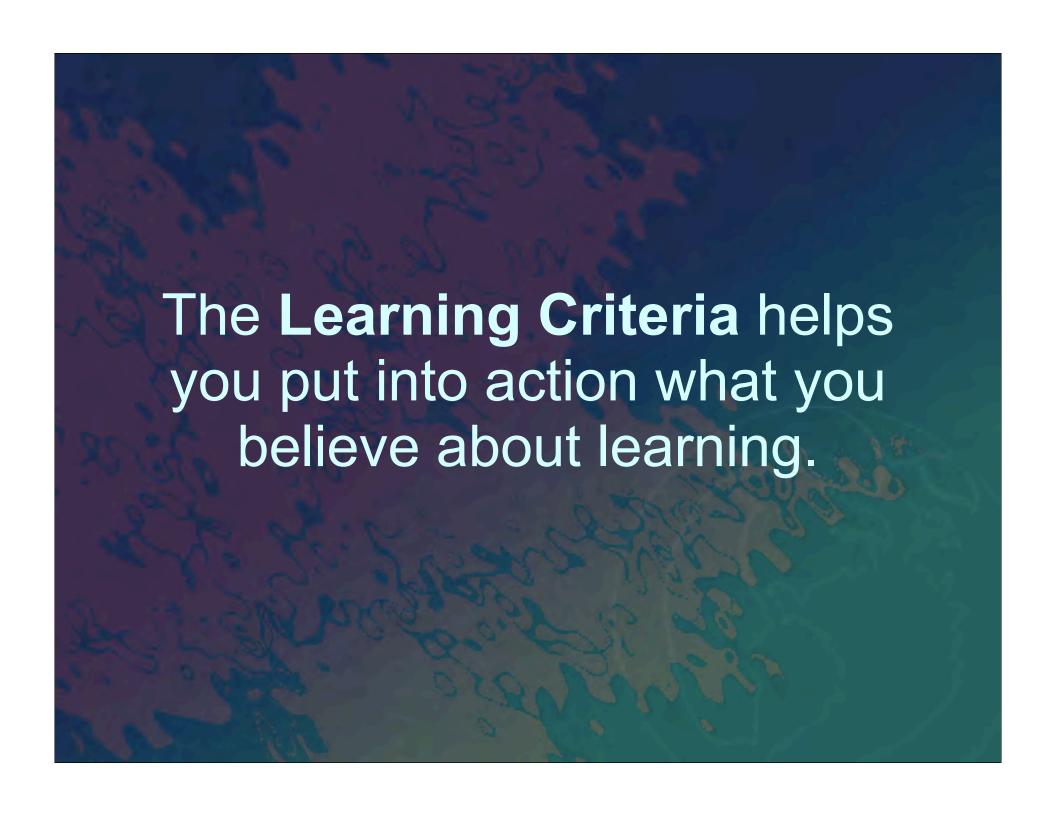
Video clip - trailer for Two Million Minutes

Levels

The **Learning Criteria** helps you put into action what you believe about learning.
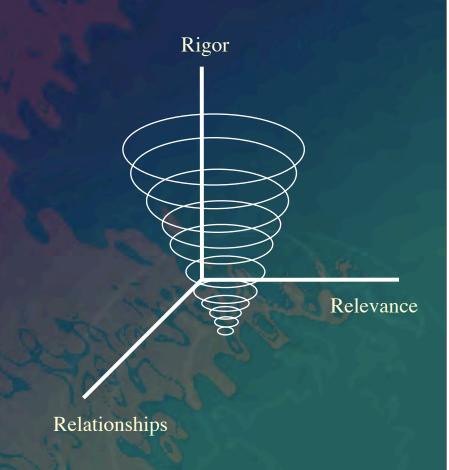
Success Beyond the Test

- **Core Academics**
- **Stretch Learning**
- **Learner Engagement**
- **Personal Skill Development**

Rigor

Relevance

Relationships

Learning Criteria to Support Rigor, Relevance & Relationships

- **Every school has its own DNA.**

- **School success is measurable beyond the tests.**

- **Data must drive school improvement initiatives.**

- **School growth and continuous improvement is an ongoing, collaborative process.**

Sustainable Results

In many cases, **hard data** is the total focus at the exclusion of **soft data** in our systems.

This results in a short-term solution but a long-term mistake!!!!!

The Learning Criteria to Support 21st Century Learners ©

Criteria

- **Core Academic Learning** (Achievement in the core subjects of English language arts, math and science and others identified by the school)

- **Stretch Learning** (Demonstration of rigorous and relevant learning beyond the minimum requirements)

- **Personal Skill Development** (Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes)

- **Learner Engagement** (The extent to which students are motivated and committed to learning; have a sense of belonging and accomplishment; and have relationships with adults, peers, and parents that support learning)

LEARNING CRITERIA GRID

Student Outcomes	School Performance	Sustained	Disaggregated	Benchmarked (Target)

Core Stretch Learner Engagement Personal Skill Development

Dimensions of the Learning Criteria

- ■ (yellow) Core
- ■ (blue) Stretch
- ■ (green) Learner Engagement
- ■ (orange) Personal Skill Development

The Learning Criteria

Progress

Questions

Engagement Index

Cognitive Engagement

1. Persistence to Complete High School - High School Graduation Rate
2. Interest in Continuing Education Beyond HS - College going rate (2 and 4 year college)
3. Rigorous and Relevant Learning – Percentage of learning in Quadrant D.

Behavioral Engagement
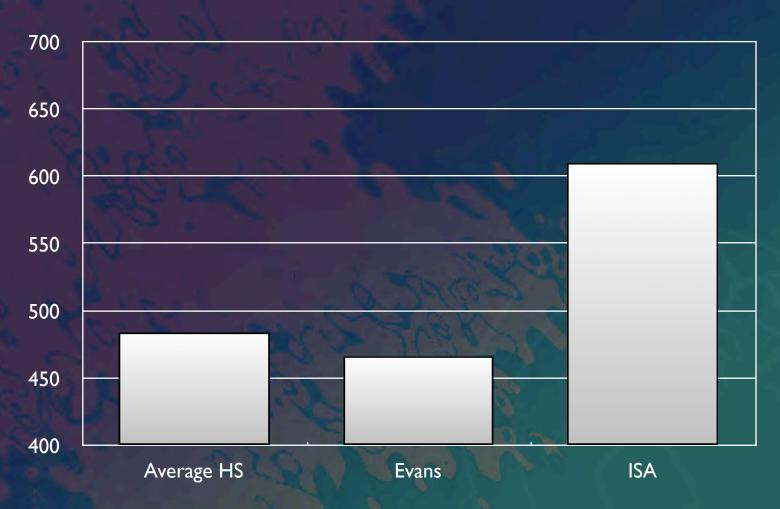
4. Showing Up - Average Daily Attendance
5. Voluntarily Joining Optional School Activities - Percentage participation is extra-curricular activities
6. Classroom Instruction Engagement – Average of Engagement Index – classroom audit

Emotional Engagement

7. Belonging to Community - Percentage agreeing with My Voice survey Questions
8. Opportunity to Participate - Percentage agreeing with My Voice survey Questions
9. Challenge to Excel - Percentage agreeing with My Voice survey Questions
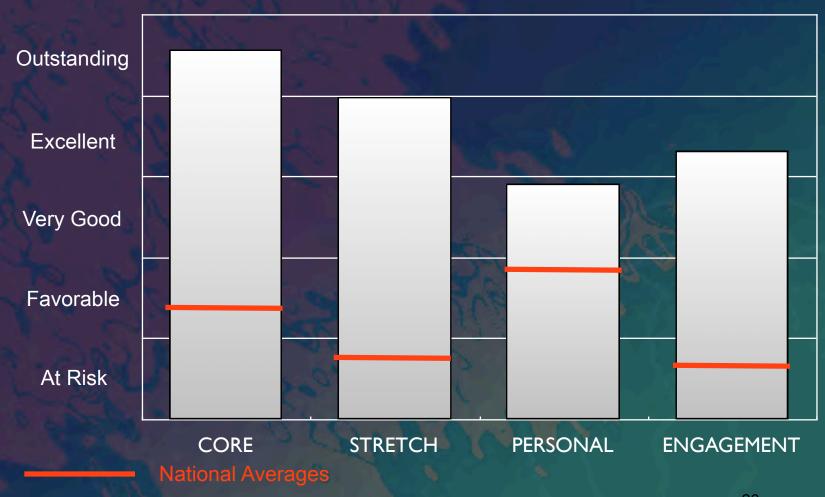
Learning Criteria for 21st Century Learners

Engagement Index
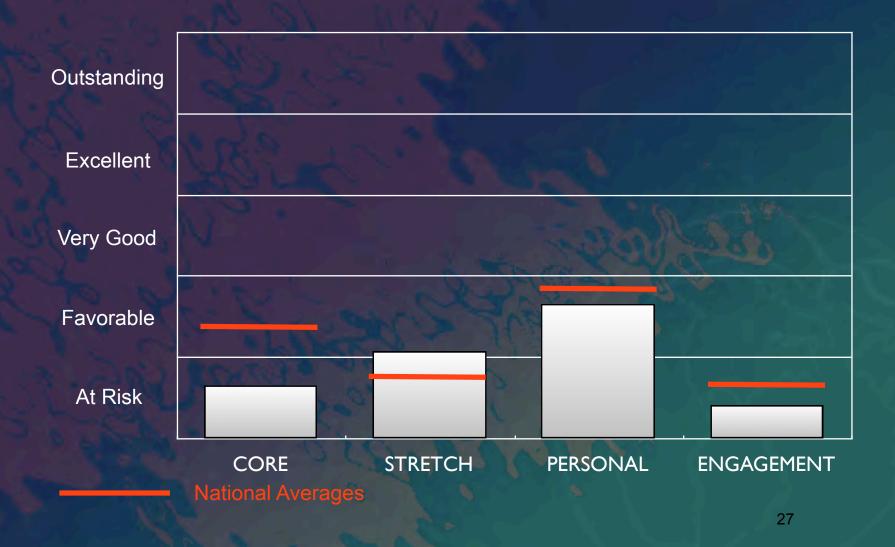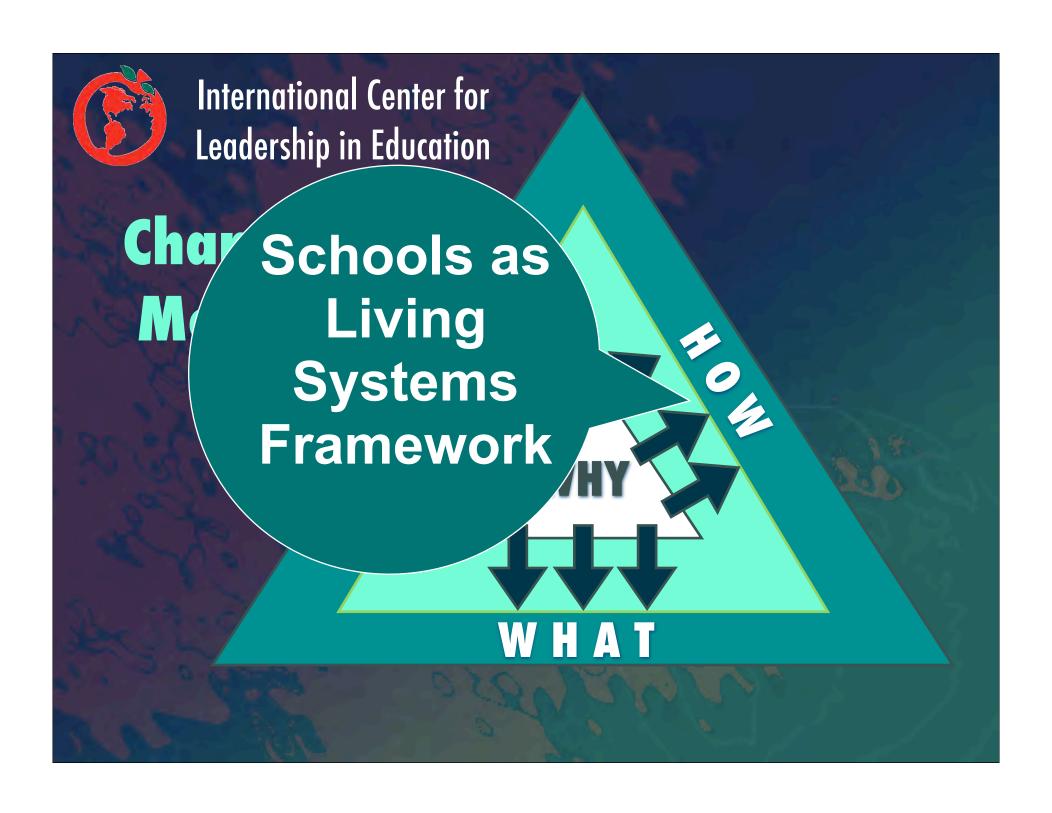
Learning Criteria for 21st Century Learners

Evans High School
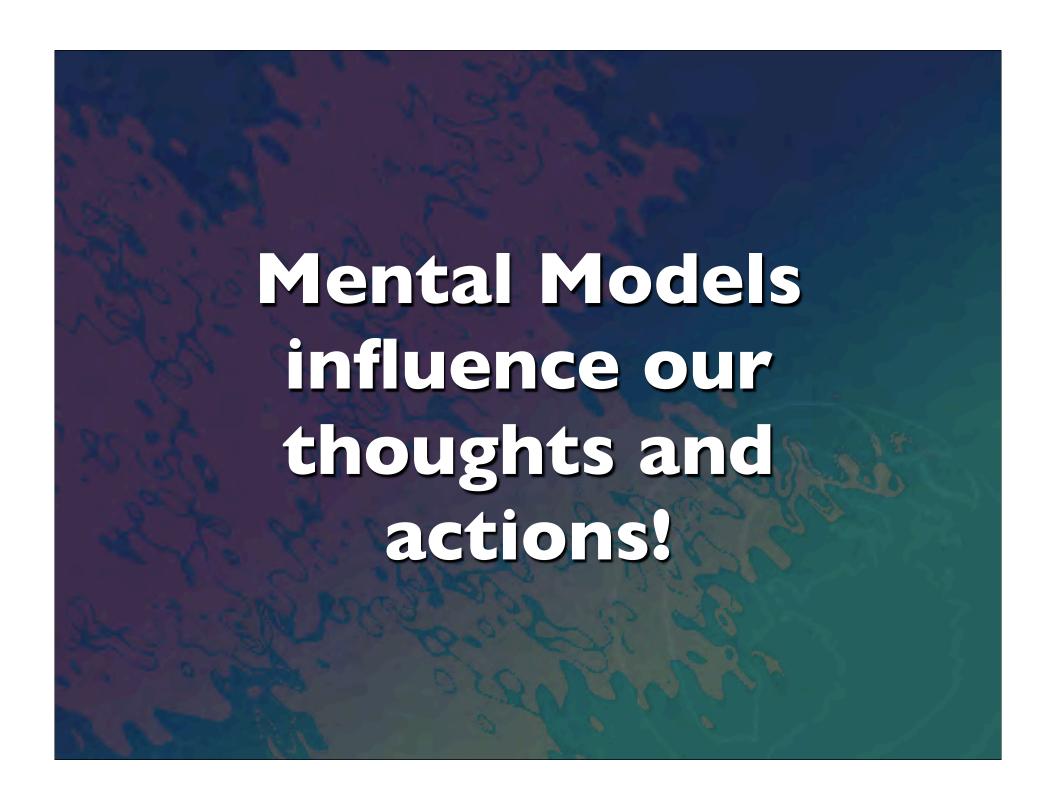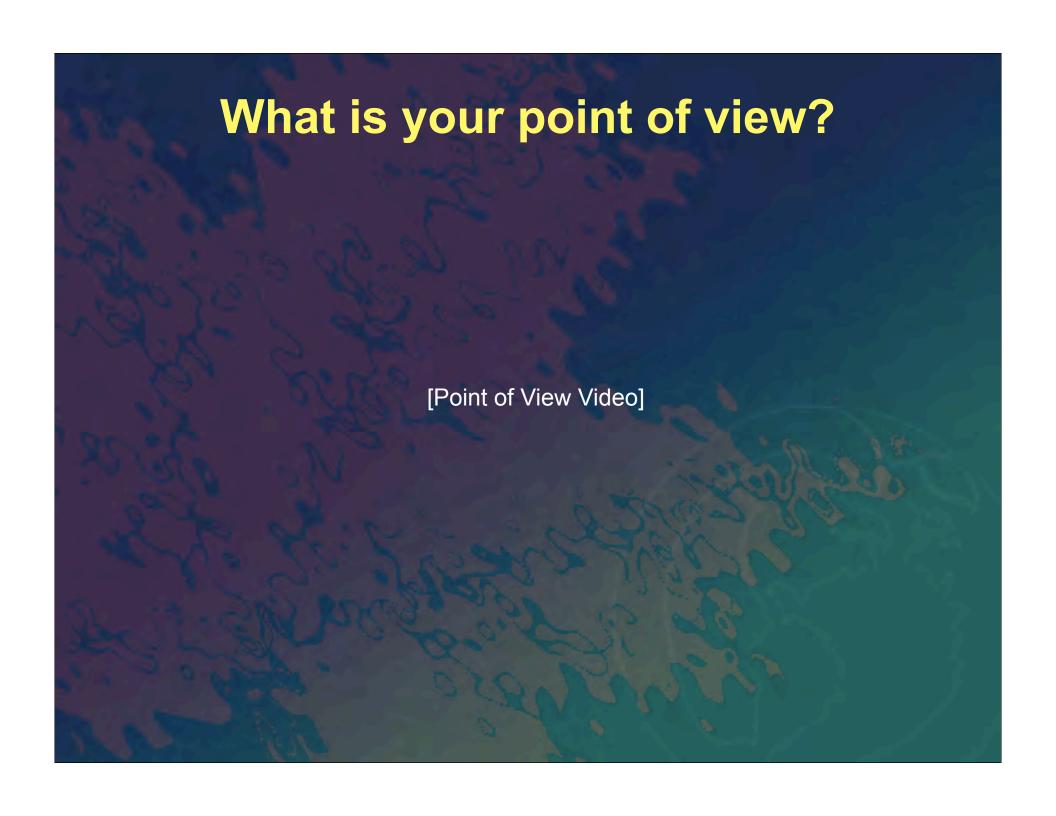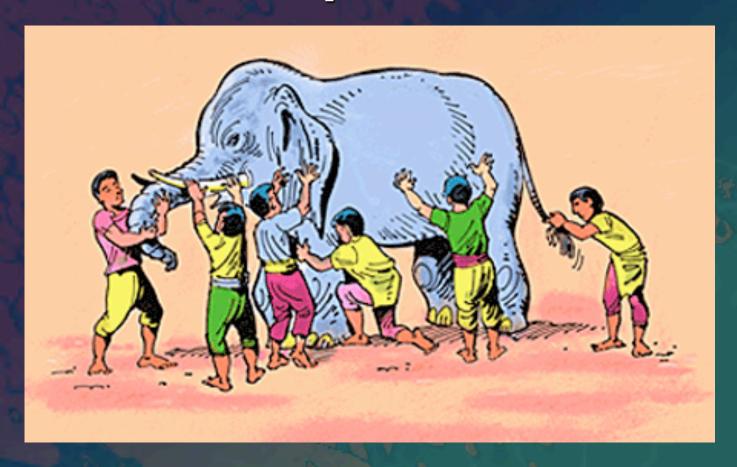
Outstanding

Excellent

Very Good

Favorable

At Risk

CORE   STRETCH   PERSONAL   ENGAGEMENT

National Averages

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Mental Models influence our thoughts and actions!

What is your point of view?

[Point of View Video]

Story of blind men observing the elephant

Having a common mental model for your school?

- Each unique professional better understands common decisions
- Less miscommunication
- Easier to set organization goals
- Easier to judge progress
- Focuses innovation and change

What is a useful mental model for school improvement?

Schools Are A System

- **Perform unique function**
- **Connected set of processes**
- **Inputs in form of students and resources**
- **Outputs in form of educated students**

What are the unique characteristics of schools as a system?

But, A Unique System

- All schools are different and communities are unique.

- An open system rather than a closed system, constantly influenced by the community.

- Education is about people and their human abilities and frailties who don't behave consistently.

- Things change regardless of what you do.

- When in doubt they try to keep the status quo

What are the terms that we use that reflect model of a closed physical system?

"If people are machines, seeking to control us makes sense. But, if we live with the same forces intrinsic to all other life, then seeking to impose control through rigid structures is suicide."

Margaret Wheatley

What are the characteristics of a healthy living system?

Learning from Life
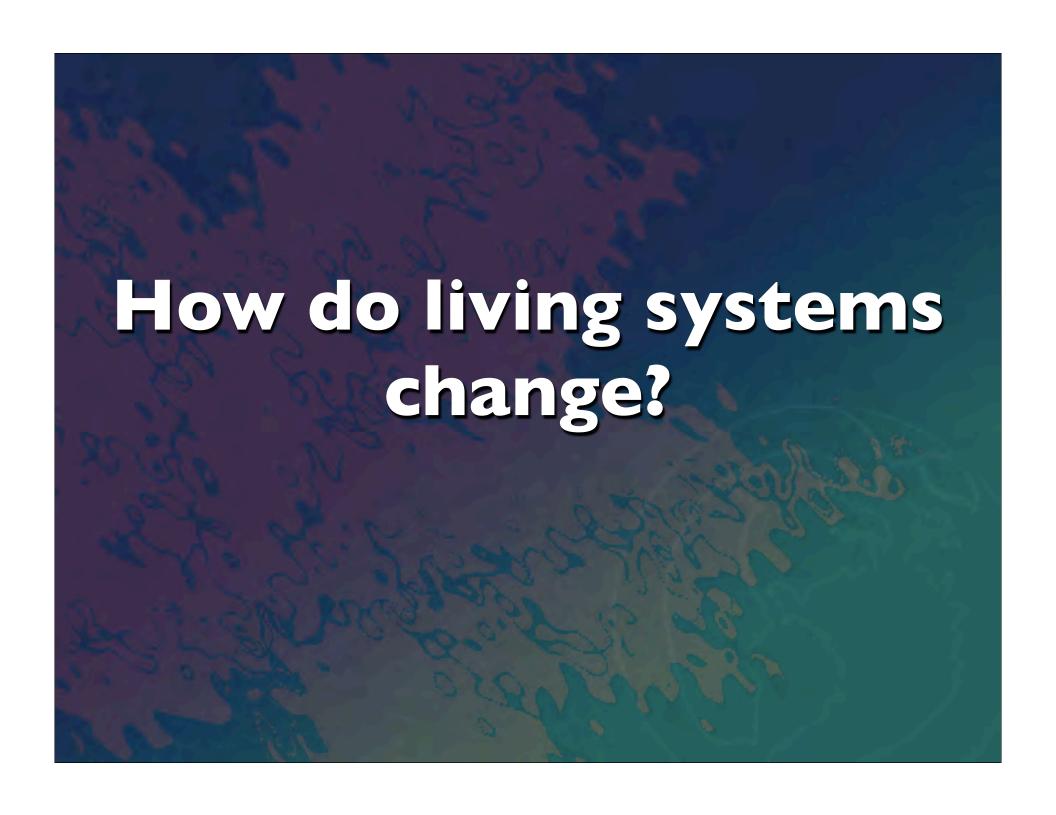
Living things
- are made of cells.
- obtain and use energy.
- grow and develop.
- reproduce.
- adapt to their environment.

Living schools have
- identity
- vitality

- maturity
- sustainability
- adaptability

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School Improvement - Learning from Life

Schools Strive for

Vitality,

Identity,

Maturity,

Adaptability and

Sustainability

Positive Characteristics of All Living Things

How do living systems change?

Living System Framework

Living Schools change by
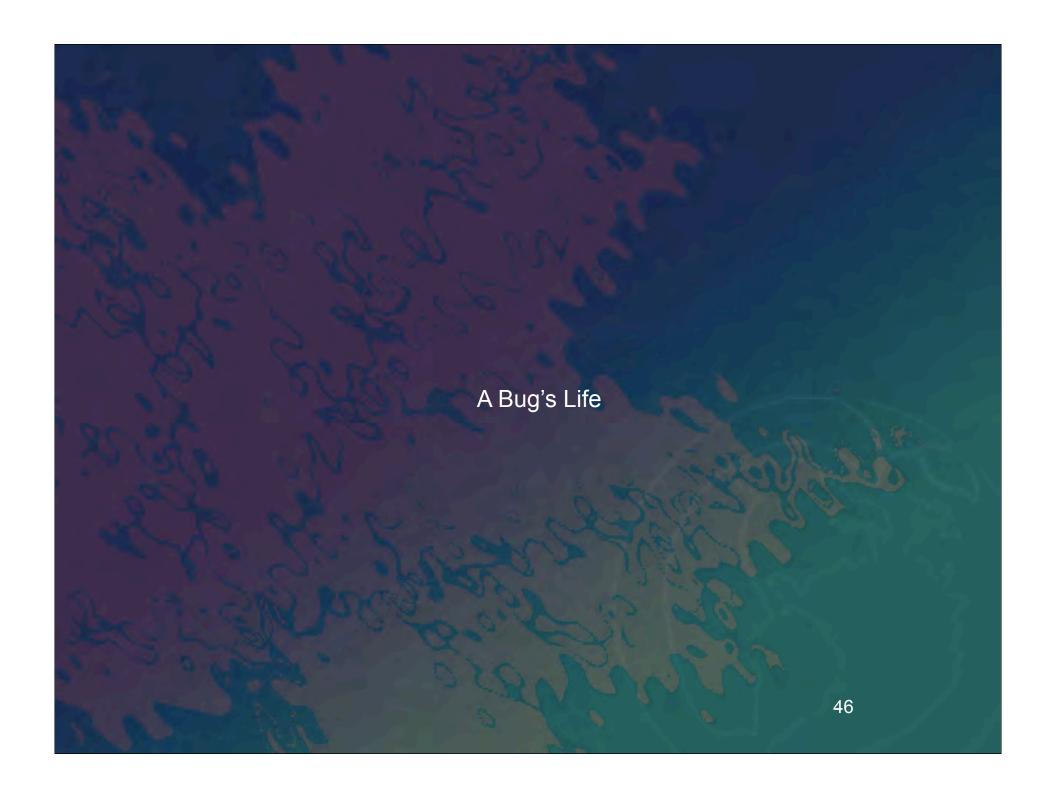
Using Data

Adapting Best Practices

Collaborating Among Staff

Allocating Staff and Funds

Innovating and Planning

A Bug's Life

Activity

Write an epigram for your school

Epigrams

- **Adapt or die**
- **The whole is greater than the sum of its parts**
- **Education is the seed of life**
- **Learn to live, live to learn**
- **Nurture, learning, watch it grow**
- **Each learner an individual**
- **Schools should be chameleons – changing colors as the environment changes**
- **Get rid of waste and dead tissue**
- **Everything in its own time**
- **Storms come and go**
- **A single vine is weak, a tangle of vines twisted together gives strength**

Schools as Living Systems Framework

In Most Systems:

- Organization drives function

- The goal is to isolate from external influences

- There is a well-defined beginning and end

- Control is through clear processes and procedures

- Innovation uses design prototypes and research

In School Systems:

- Function drives organization

- The goal is to adapt to external influences

- Beginning/end are flexible, focus on constant growth

- Influence through leadership and social networks

- Innovation uses experiments and risk-taking

If leaders consider themselves leading living systems, how would they act?

Schools as Living Systems Framework

Industrial (Closed) Systems Leaders:

Avoid mistakes

Deliver results now

Cut costs

Reduce Staff

Respect the rules

Compete

Retain control
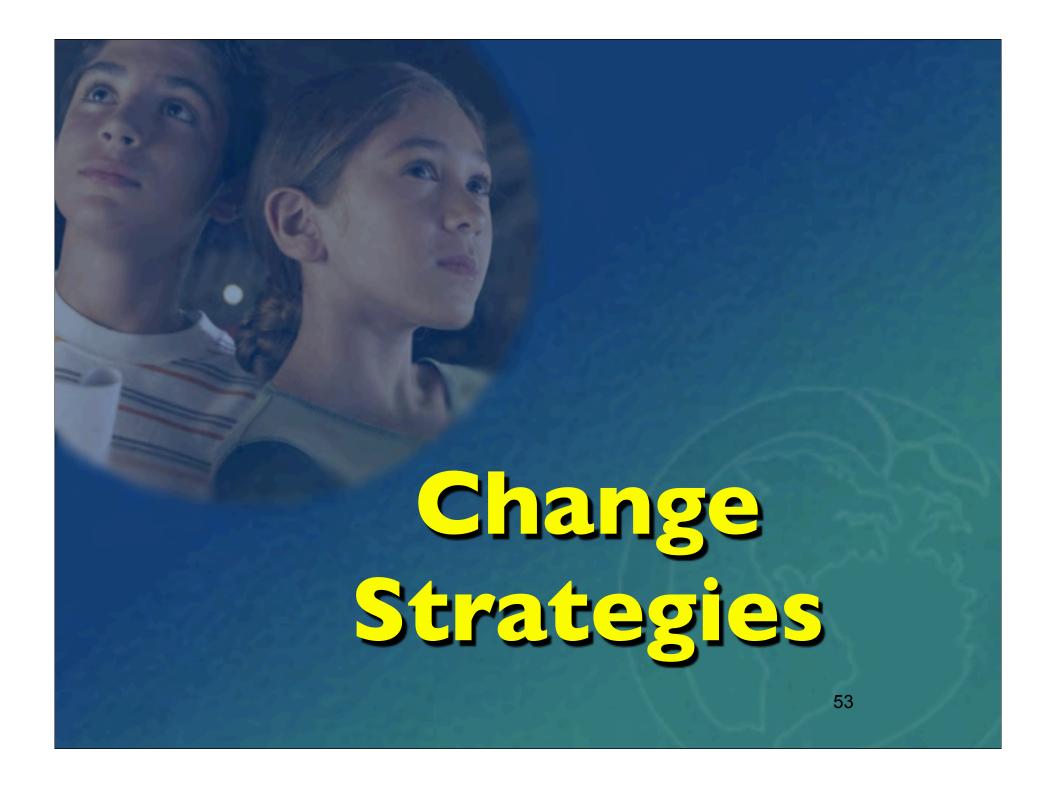
Living (Open) Systems Leaders:

Innovate

Think long term

Increase morale

Improve teamwork

Be flexible

Collaborate

Decentralize

Follow a living system mental model?

Schools ARE systems, but....
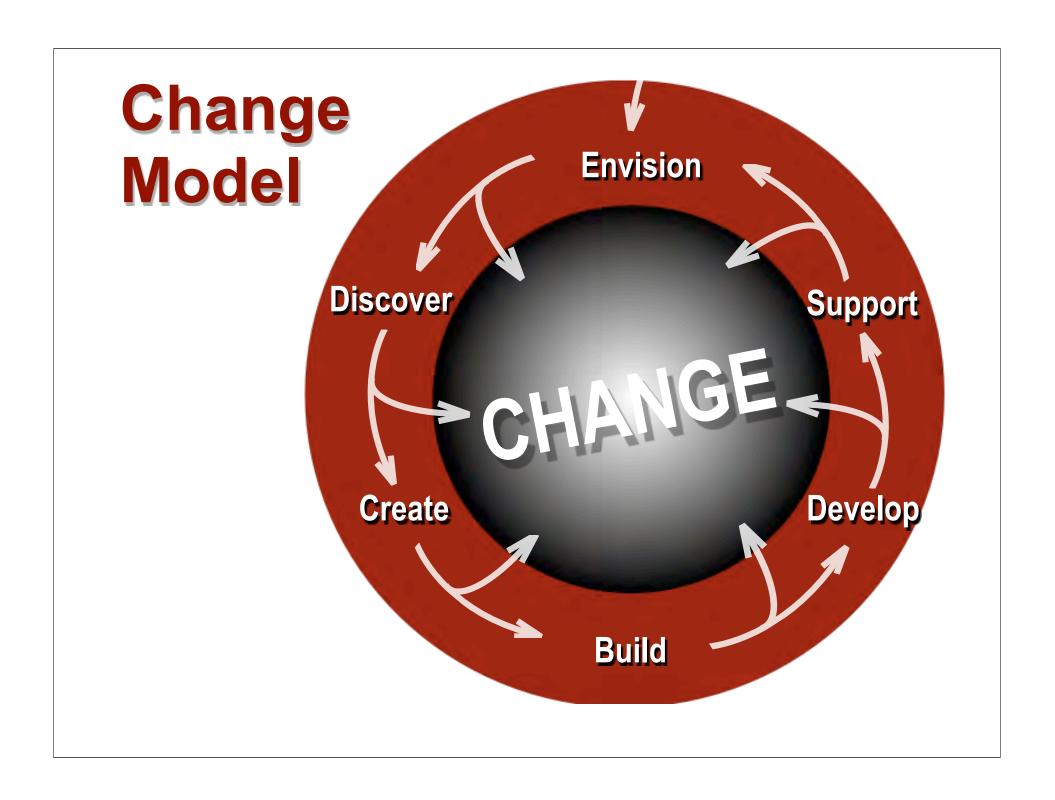
- Open rather than closed systems, constantly influenced by the community.

- Learning is an organic process influenced by environment.

- Changes evolve rather than occur with precision.

- Leaders monitor and influence rather than control.

Change Strategies

Despite my best efforts,
I keep running into obstacles
- other people.

Change Model

Envision

Support

Discover

CHANGE

Create

Develop

Build

Leadership Activities

Activities

Envision

"Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference."
Joel Barker

Activities

Discover

"The real act of discovery consists not in finding new lands but seeing with new eyes."

Marcel Proust

Activities

Create

"The goal isn't to live forever, the goal is to create something that will. "

Chuck Palahniuk

Activities

Build

"You lead today by building teams and placing others first."

Jeff Immelt

Activities

Develop

"When you shift people's perceptions, their actions follow."

Rayona Sharpnack

Activities

Support

"Some people change when they see the light, others when they feel the heat."

Caroline Schoeder

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Benchmark Tasks for RRR

Leadership for Rigor/Relevance/Relationship
An Agenda for Change

(From the Leadership for Rigor, Relevance and Relationship Resource Kit, International
Center for Leadership in Education, 2006)

Pervasive	Considerable	Partial	Initiated	Absent	**Envision** *"Vision without action is a dream. Action without vision is simply passing the time. Action with Vision is making a positive difference."* Joel Barker
☐	☐	☐	☐	☐	1. Share information on WHY rigor, relevance and relationships are important.
☐	☐	☐	☐	☐	2. Collect ongoing evidence of the need for rigor, relevance and relationships.
☐	☐	☐	☐	☐	3. Engage staff in discussions to understand, embrace and reflect on the need for rigor, relevance and relationships.
☐	☐	☐	☐	☐	4. Establish common definitions of rigor and relevance.
☐	☐	☐	☐	☐	5. Establish common definitions of relationships.
☐	☐	☐	☐	☐	6. Share examples in the school of rigor and relevance.
☐	☐	☐	☐	☐	7. Connect rigor and relevance with instruction and assessment.

Pervasive	Considerable	Partial	Initiated	Absent	**Discover** *The real act of discovery consists not in finding new lands but seeing with new eyes.* *Marcel Proust*
☐	☐	☐	☐	☐	1. Analyze local assessments as to the level of rigor and relevance.
☐	☐	☐	☐	☐	2. Identify examples of Quadrant D lessons in the school.
☐	☐	☐	☐	☐	3. Share examples of high rigor and high relevance learning.
☐	☐	☐	☐	☐	4. Analyze state assessments as to the level of rigor and relevance.
☐	☐	☐	☐	☐	5. Conduct student focus groups on rigor and relevance.
☐	☐	☐	☐	☐	6. Conduct student focus groups on relationships.
☐	☐	☐	☐	☐	7. Survey students as to the current levels of learning support and relationships.
☐	☐	☐	☐	☐	8. Share stories among staff of examples good learning support and relationships.

Pervasive	Considerable	Partial	Initiated	Absent	**Build** *"You lead today by building teams and placing others first."* Jeff Immelt
☐	☐	☐	☐	☐	1. Share Rigor/Relevance Framework with students.
☐	☐	☐	☐	☐	2. Explain Rigor/Relevance Framework with parents.
☐	☐	☐	☐	☐	3. Engage staff in applying Rigor/Relevance Framework to their instruction.
☐	☐	☐	☐	☐	4. Explain Relationship Framework to staff and reflect on current levels of relationships.
☐	☐	☐	☐	☐	5. Create consensus on priority standards for learning.
☐	☐	☐	☐	☐	6. Map instruction at each grade and each course to state standards.
☐	☐	☐	☐	☐	7. Agree on a common lesson format for high rigor/high relevance instruction.
☐	☐	☐	☐	☐	8. Reflect on positive and negative staff behaviors that influence learning relationships.
☐	☐	☐	☐	☐	9. Analyze strengths of extra-curricular activities that contribute to positive learning relationships.
☐	☐	☐	☐	☐	10. Establish student learning criteria and data measures for school that relate to core and stretch learning.
☐	☐	☐	☐	☐	11. Establish student learning criteria and data measures for school that relate to student engagement and personal skills development.
☐	☐	☐	☐	☐	12. Improve staff collaboration through team building activities.

Pervasive	Considerable	Partial	Initiated	Absent	**Create** *"The goal isn't to live forever, the goal is to create something that will. "* Chuck Palahniuk
☐	☐	☐	☐	☐	1. Design interdisciplinary lessons.
☐	☐	☐	☐	☐	2. Design new activities to strengthen learning relationships among students.
☐	☐	☐	☐	☐	3. Design activity to strengthen support and relationships for students into the transition year into school.
☐	☐	☐	☐	☐	4. Create new instructional activities that increase rigor and or relevance.

Pervasive	Considerable	Partial	Initiated	Absent	Develop *"When you shift people's perceptions, their actions follow."* Rayona Sharpnack
☐	☐	☐	☐	☐	1. Develop staff skills to create, adapt and use performance assessments.
☐	☐	☐	☐	☐	2. Develop staff skills to identify and write good test questions.
☐	☐	☐	☐	☐	3. Develop common performance tasks for typical students performance, e.g. writing, presentations.
☐	☐	☐	☐	☐	4. Develop staff skills to write high rigor, high relevance performance tasks.
☐	☐	☐	☐	☐	5. Develop staff ability to select and use instructional strategies appropriate for high rigor/high relevance.
☐	☐	☐	☐	☐	6. Develop staff skills in building positive learning relationships.
☐	☐	☐	☐	☐	7. Develop staff ability to create classroom procedures that build learning relationships.
☐	☐	☐	☐	☐	8. Create structures and support for daily professional learning.
☐	☐	☐	☐	☐	9. Create a model of peer teaching and coaching.

Pervasive	Considerable	Partial	Initiated	Absent	Support *"Some people change when they see the light, others when they feel the heat."* Caroline Schoeder
☐	☐	☐	☐	☐	1. School instructional leaders conduct frequent walk-throughs to observe instruction.
☐	☐	☐	☐	☐	2. Rigor and relevance is part of the observation protocols for classroom walk-throughs.
☐	☐	☐	☐	☐	3. Provide opportunities for peer review of instruction.
☐	☐	☐	☐	☐	4. Conduct peer review of learning experiences for rigor and relevance.
☐	☐	☐	☐	☐	5. Conduct celebrations of achievement of rigor and relevance.
☐	☐	☐	☐	☐	6. Conduct celebrations of developing learning relationships.
☐	☐	☐	☐	☐	7. Analyze data on student learning criteria on core and stretch learning related to rigor and relevance.
☐	☐	☐	☐	☐	8. Analyze data on student improvement of student learning criteria on student engagement and personal skills development related to relationships.
☐	☐	☐	☐	☐	9. Staff give each other feedback on practice of positive relationship behaviors.

For more information visit http://store.leadered.com
- **Order**
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International Center for Leadership in Education

Leadership for Rigor and Relevance and Relationships?

1. Why Rigor,Relevance and Relationships
2. Defining Rigor and Relevance
3. Defining Relationships
4. Building Learning Relationships
5. Building Staff Relationships
6. Leadership Activities
7. School Success Stories
8. Personal Portfolio

Instructional Innovation

Tools for School Improvement

Rigor/Relevance Framework

RIGOR

High

Low

C

D

A

B

Low

High

RELEVANCE

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What does Quadrant D look like?

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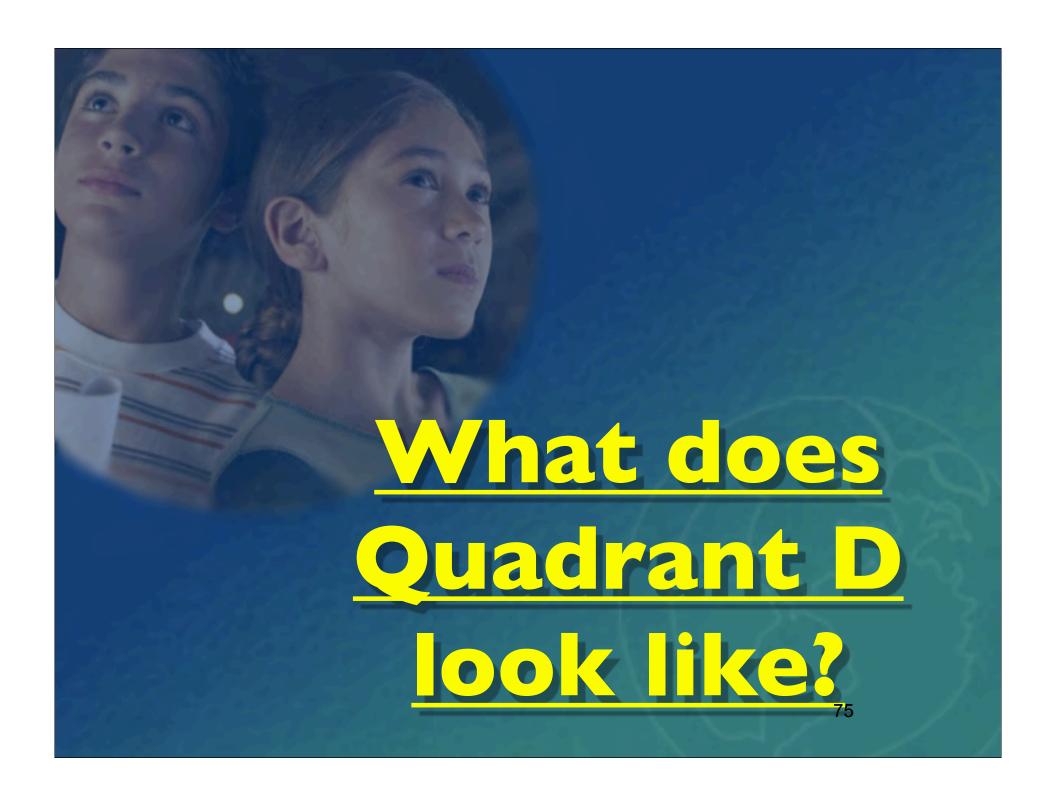
Effects of Rigor/Relevance Framework

- Simple, versatile and powerful
- Something new that builds on what teachers know
- Inclusive
- Shift focus to Student Learning
- Avoids defending current practice
- Framework for selecting strategies and assessments
- Agenda for collaboration
- Natural build

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Context
for
Instructional Innovation

Context for Instructional Innovation

- **Team Building**

Staff Collaboration: Risks and Rewards

Fed Ex Commercial - Ideas in the Shower
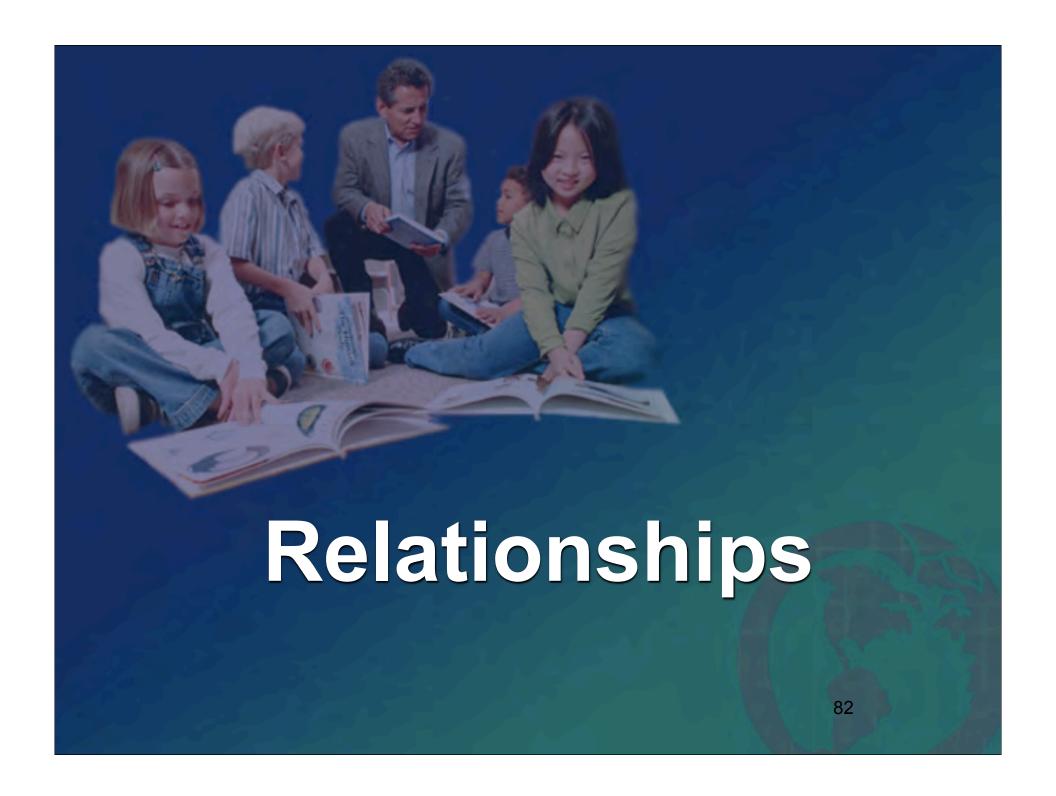
Activity

Discussion Question: Reflect on Team building in your District

- **Two activities to share**
- **One new idea you could do**

Context for Instructional Innovation

- **Team Building**
  - **Opportunity to Collaborate**
  - **Sense of Purpose and Urgency**

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Relationships

Relationship Model

0. Isolated

1. Known

2. Receptive

3. Reactive

4. Proactive

5. Sustained

6. Mutually Beneficial

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School Climate and Culture Characteristics for Engagement

Student Needs

- *Voice*
- *Belonging*
- *Choice*
- *Freedom*
- *Imagination*
- *Success*

School Climate and Culture Characteristics for Engagement

Student Needs		Schools Need to Provide
Voice	→	*Equity*
Belonging	→	*Community*
Choice	→	*Opportunity*
Freedom	→	*Responsibility*
Imagination	→	*Challenge*
Success	→	*Expectations*

Content
for
Instructional Innovation

Instructional Innovation

What does good instruction look like?

Egyptian Lesson 6th Grade

Activity

What is good teaching?

Activity

Discussion Question: What do you look for in high quality instruction?

- **Think**
- **Write**
- **Share with small group**

Monitoring a Culture of Learning

★ Students exhibit purposeful action.

★ Students can describe next steps.

★ Students appropriately ask for assistance.

★ Students' questions are about aspects of complex thinking rather than procedure.

★ Students adhere to class norms.

★ Students' attitude and demeanor are positive.

★ Students collaborate as needed without prompts.

★ Students positively reinforce each other through various types of interaction.

★ Students can self-evaluate work in progress.

We Learn...

10% of what we READ

20% of what we HEAR

30% of what we SEE

50% of what we both SEE and HEAR

70% of what is DISCUSSED WITH OTHERS

80% of what we EXPERIENCE PERSONALLY

95% of what we TEACH someone else

From: William Glasser

How to for Student Engagement

- Design for rigorous and relevant learning
- Personalize the learning by giving choices, attending to learning styles, and using background knowledge and talents
- Use active learning strategies
- Focus on literacy in ALL classes
- Create the ideal classroom environment physically, visually, and emotionally

From the ICLE Kit on Student Engagement

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Observation of Student Engagement
Walkthrough Checklist

Observation of Student Engagement
Walkthrough Checklist

Observe

✓ Positive Body Language

✓ Consistent Focus

✓ Verbal Participation

✓ Student Confidence

✓ Fun and Excitement

Perceive

✓ Individual Attention

✓ Clarity of Learning

✓ Meaningfulness of Work

✓ Rigorous Thinking

✓ Performance Orientation
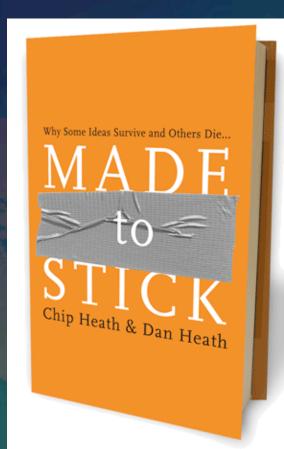
Active Learning Strategies

- Brainstorming
- Community service
- Compare and contrast
- Cooperative learning
- Creative arts
- Games
- Group discussion
- Inquiry
- Instructional technology
- Internship

- Presentations/exhibitions
- Problem-based learning
- Project design
- Research
- Simulation/role playing
- Socratic seminar
- Total physical response
- Work-based learning

Made to Stick
by Chip and Dan Heath

Photo by Amy Surdacki

Why Some Ideas Survive and Others Die...

MADE to STICK

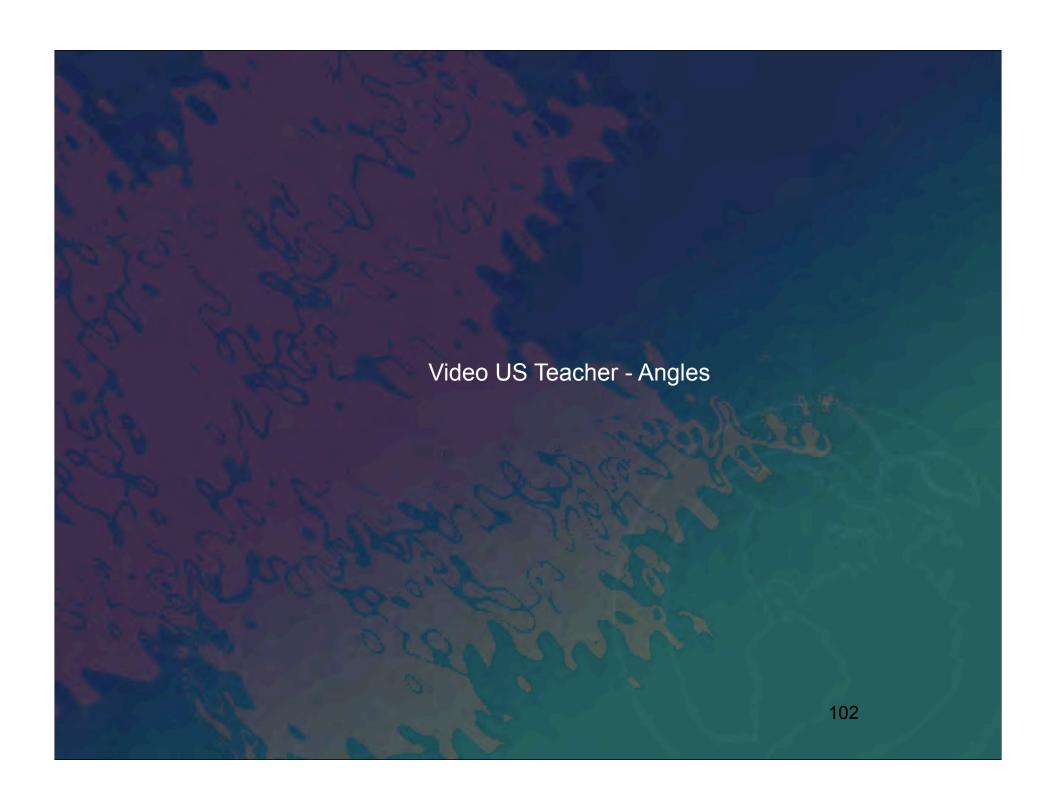Chip Heath & Dan Heath

Made To Stick

Principles
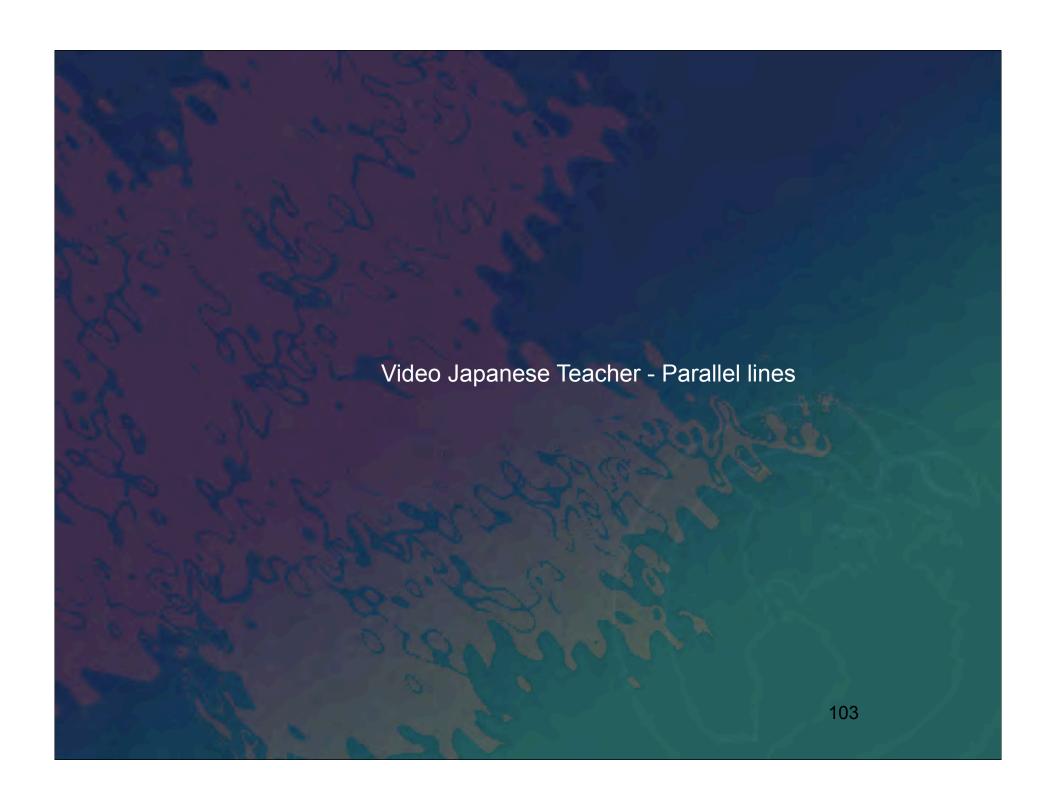
- ★ Simplicity
- ★ Unexpectedness
- ★ Concreteness
- ★ Credibility
- ★ Emotions
- ★ Stories

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Inspire Innovative Instruction

- **Context** - build teams, opportunity, purpose and sense of urgency
- **Content** - agree on what to look for in high quality instruction
- **Process** - daily professional learning

Activity

Lesson Review

Video US Teacher - Angles

Video Japanese Teacher - Parallel lines

International Center
for Leadership in
Education

Activity

What Questions
Stimulate Reflection
on Instruction?

Rigorous and Relevant Teaching

5

Rigorous and Relevant Instruction

Expected Student Performance

Rigor/Relevance

Student Learning

Instruction

Assessment

Student Learning

Actual Student Performance

Rigor/Relevance

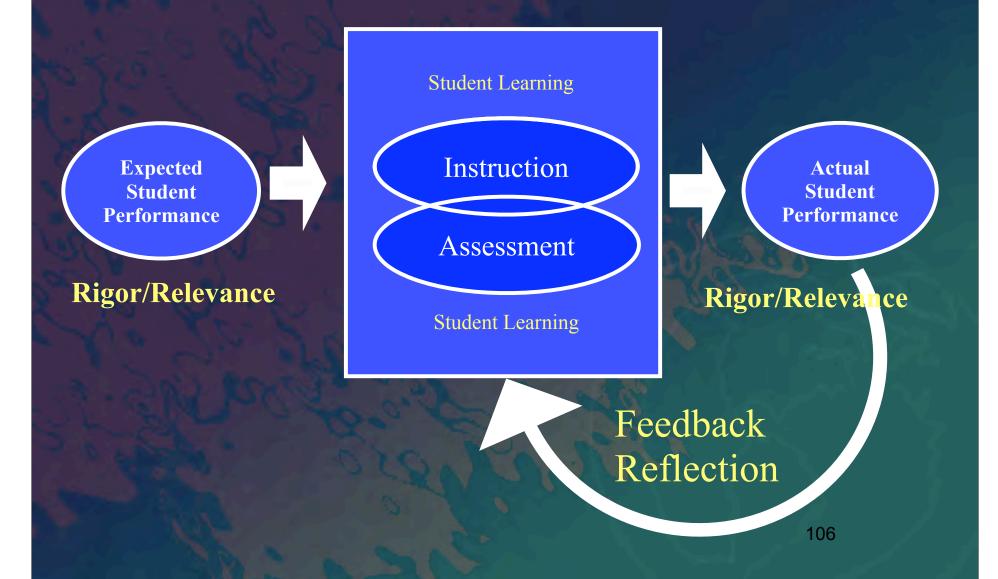Feedback Reflection

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Suggestions for Sequencing Learning

- **Don't always start in Quadrant A**
- **Consider starting with real world problems**
- **Use inquiry for launching activities**
- **Use variety of individual and group student work**
- **Make each part of learning experience important**

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Instructional Strategies

Rigor/Relevance Framework
Strategies

RIGOR (vertical axis: Low to High)

RELEVANCE (horizontal axis: Low to High)

C (High Rigor, Low Relevance)
- Compare and Contrast
- Summarizing

D (High Rigor, High Relevance)
- Design a Real World Product
- Teach Others

A (Low Rigor, Low Relevance)

B (Low Rigor, High Relevance)
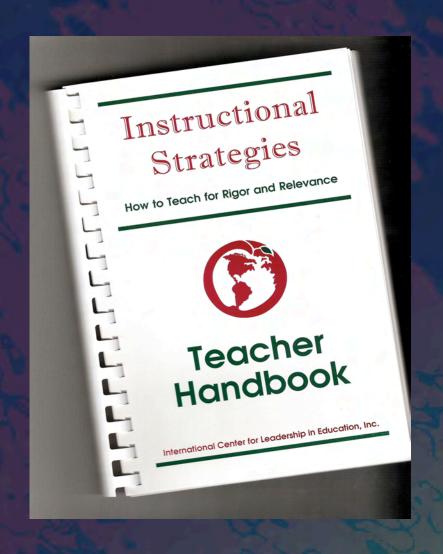- Make, Produce, Perform
- Role Play

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Instructional Strategies: How to Teach for Rigor and Relevance

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International Center for Leadership in Education

Process for Instructional Innovation

Powerful Designs for Professional Learning

★ **Accessing student voices**

★ **Action research**

★ **Assessment as professional development**

★ **Case discussions**

★ **Classroom walk-throughs**

★ **Critical friends groups**

★ **Curriculum design**

Powerful Designs for Professional Learning

★ **Data analysis**

★ **Immersing teachers in practice**

★ **Journaling**

★ **Lesson study**

★ **Mentoring**

★ **Peer coaching**

★ **Portfolios for educators**

Powerful Designs for Professional Learning

★ **School coaching**
★ **Shadowing students**
★ **Standards in practice**
★ **Study groups**
★ **Training the trainer**

Daily Professional Learning

Activity

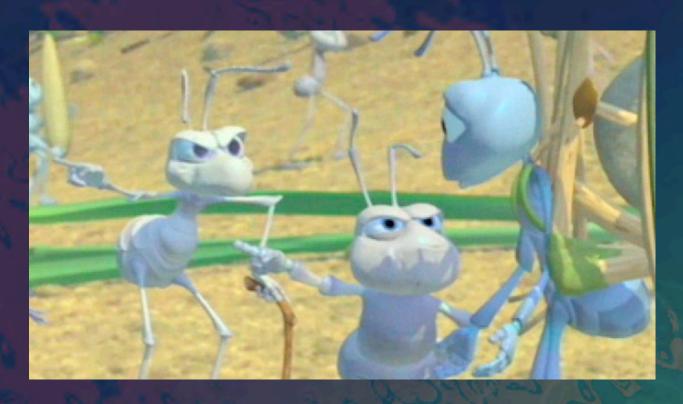# Best Ideas for Professional Learning

Activity

Write your best idea on 4x6 card

Collect and redistribute

**Meet and evaluate both ideas -
Divide 7 points (e.g. 5 and 2**

Repeat Five Times

Your Choice

"Get back in line and pick grain like everybody else"

International Center for Leadership in Education, Inc.

http://homepage.mac.com/rdjleader

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E-mail - info@LeaderEd.com

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for Leadership in Education